

PUBH 6780

Qualitative Research Methods for Health Services Research Fall Semester 2018

COURSE & CONTACT INFORMATION

Credits: 2

Meeting Day(s): Mondays

Meeting Time: 3:35-5:30 pm

Meeting Place: Weaver-Densford Hall W2120

Instructor: Katie M. White MBA, EdD

Email: kmwhite@umn.edu

Office Phone: 612-625-9169

Fax:

Office Hours: By Appointment

Office Location: D361 Mayo

COURSE DESCRIPTION

I. Course Description

PubH 6780, Qualitative Research Methods for Health Services Research, is designed for graduate students who expect to use qualitative methods in their work and/or those who desire to expand their knowledge base with a deeper understanding of the types of qualitative methods and mixed methods being used today. The course gives students an opportunity to practice data collection and analysis methods. The purpose of the course is to prepare students to conduct a variety of approaches or methodologies in qualitative research design suited to the health services/health policy research questions and inquiry they wish to pursue.

Students explore the history and philosophical assumptions behind qualitative research and learn how to “think qualitatively,” i.e., use qualitative methods of the mind, as defined by Saladana (2015) as thinking analytically, realistically, symbolically, ethically, multidisciplinary, artistically, summarily, interpretively, and narratively. Students also help to co-create the course learning experience.

Depending on their interests, students (or small groups) conduct a deep dive into select methods (e.g., comparative case study, grounded theory, phenomenology, photo-voice methods, etc.) or topics of their choice (e.g., ethical considerations in conducting qualitative research, assessing validity, reflexivity, or sample size in qualitative research designs) and share their findings with the class.

The course readings include book chapters and articles from the general qualitative methods literature and a variety of qualitative and mixed methods based studies published in academic journals. Guest speakers will provide examples of the use of various methods and analyses in past studies (including their use of qualitative analysis software) and provide an overview of lessons learned in conducting qualitative and mixed methods research.

This 2-credit course includes a practice component to give students technical training in structuring instruments for qualitative data collection, collecting qualitative data, preparing data for analysis,

coding and analysis and writing up qualitative research findings. Although the course does not require students to use computer assisted qualitative data analysis software (CAQDAS), the instructor will demonstrate use of the NVivo software program for analysis in class. Students may choose to purchase a UMN NVivo student license for personal use or download the software for a 14-day trial (<https://www.qsrinternational.com/nvivo/trial-nvivo>). NVivo is also available for student use in select computer labs on campus.

COURSE PREREQUISITES

Graduate student in SPH; others with permission of instructor

COURSE GOALS & OBJECTIVES

After taking this course, students will have improved their abilities to:

- 1) Describe the differences and similarities between qualitative research methods and quantitative research methods
- 2) Explain the benefits of qualitative, quantitative and mixed methods research approaches
- 3) Describe the various types of qualitative research approaches in use in health services research
- 4) Describe the research focus and problem best suited for each of the various qualitative research approach in use
- 5) Describe the logic and characteristics of differing qualitative research methods
- 6) Explain the advantages and disadvantages in selecting site and study participant recruitment strategies
- 7) Demonstrate an ability to code, categorize and analyze different types of qualitative data
- 8) Demonstrate an ability to effectively write up findings of qualitative research
- 9) Interpret and assess the quality of a qualitative research study

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

Qualitative Research Methods for Health Services Research is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

Sessions will consist of in-class lectures and group discussions, readings, computer-aided data analysis demonstrations and student led data analysis and individual and small group exercises. PowerPoint slides and other materials used in class are posted on the course Moodle site. (For instructions on how to set up your computer for Moodle access, go to: [Moodle for students](#).)

Students are expected to be active throughout the course, to complete the reading assignments prior to class, and to participate actively in class exercises and discussions. For this course, the instructor asks students to bring an openness to learning and willingness to co-create the learning experience to add value to our collective learning.

COURSE TEXT & READINGS

Portions of the following texts (with chapters or sections identified in the syllabus) will be used in this course. They may be available as e-loan resources from the UMN Libraries.

A CoursePack of all required resources will be available for students.

- Bernard, H.R., Wutich, A., & Ryan, G.W. (2017). *Analyzing Qualitative Data: Systematic approaches*, Second edition. Thousand Oaks, CA: SAGE Publications, Inc.
- Creswell, J.W. (2016) *30 Essential Skills for the Qualitative Researcher*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W., & Clark, V.L.P. (2017). *Designing and Conducting Mixed Methods Research*, Third edition. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry & Research Design: Choosing Among five Approaches*, Fourth edition. Thousand Oaks, CA: Sage Publications, Inc.
- Krueger, R., Casey, M.A. (2009). *Focus Groups: A Practical Guide for Applied Research*, Fourth edition. Thousand Oaks, CA: SAGE Publications, Inc.

- Liamputtong, P. (2013). *Qualitative Research Methods*, Fourth edition. Victoria, Australia: Oxford University Press.
- Saldana, J. (2015). *Thinking Qualitatively: Methods of the Mind*. Thousand Oaks, CA: SAGE Publications, Inc.
- Saldana, J. (2016). *The Coding Manual for Qualitative Researchers*, Third Edition. Thousand Oaks, CA: Sage Publications, Inc.
- Yin, R.K. (2018). *Case Study Research and Applications: Design and Methods*. Sixth edition. Thousand Oaks, CA: SAGE Publications, Inc.

In addition, a selection of articles will be required reading (these are also accessible via link to the UMN library resources CoursePack). Please refer to the Moodle course site or your syllabus for the relevant readings for each week. Please also note that the instructor may change these readings as the course progresses.

A bibliography of optional book resources and articles are included in an annotated bibliography, which will be provided by the instructor. The book resources listed are those owned by the instructor and may be borrowed for completion of the Methods/Deep Dive Exercise. More information and instructions for this assignment will be provided in class.

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities/Assignments
Week 1 September 10	Introduction to Qualitative Research, Epistemology, and Philosophical Assumptions in Qualitative Research	1) Creswell & Poth, <i>Qualitative inquiry & Research Design</i> , Chapters 1 and 2, Introduction and Philosophical Assumptions and Interpretive Frameworks, pp. 1-40 Note: Optional Readings on Moodle	
Week 2 September 17	Skills for Conducting Qual. Research, Methodology in Qualitative Research	1) Saldaña, J. (2015). <i>Thinking Qualitatively: Methods of the Mind</i> , Chapter 1-Introduction: Thinking About Thinking (pp. 1-18) and Chapter 2 – Thinking Analytically (pp. 19-46) 2) Creswell & Poth, <i>Qualitative inquiry & Research Design</i> , Chapter 4, Five Qualitative Approaches to Inquiry (pp. 65-110). Note: Optional Readings on Moodle	Discussion and exploration of resources for assignment: Methods/Topics Deep Dive; Groupings for Deep Dive assignment

<p>Week 3 September 24</p>	<p>Designing a Qualitative Research Study, Ethical Issues, Phases in the Research Process, Types of Data and Methods for Collection, Sampling, and Saturation</p>	<p>1) Creswell & Poth, <i>Qualitative inquiry & Research Design</i>, Chapter 3, Designing a Qualitative Study (pp. 41-63)</p> <p>2) Bernard, Wutich, & Ryan, <i>Analyzing Qualitative Data: Systematic Approaches</i>, Chapter 1 Introduction to Text, Qualitative Data Analysis (pp. 1-16)</p> <p>3) Bernard, Wutich, & Ryan, <i>Analyzing Qualitative Data: Systematic Approaches</i>, Chapter 3, Research Design I: Sampling (pp. 37-62)</p> <p>4) Maltreud, Siersma, & Guassora. (2016). Sample size in qualitative interview studies: Guided by information power. <i>Qualitative Health Research</i>, 26(13), 1753-1760. Note: Optional Readings on Moodle Optional: Video by Dr. Denise Pope, <i>An Introduction to Qualitative Research</i>, see Moodle</p>	<p>Guest Speakers: Shanda Hunt, MPH, University of MN Libraries, School of Public Health Librarian and Data curation Specialist, and Alicia Kubas, MS, University of MN Libraries, Government Relations and Regional Depository Librarian</p> <p>Qualitative Research and Data Management</p>
<p>Week 4 October 1</p>	<p>Data Collection Methods I</p>	<p>1) Bernard, Wutich, & Ryan, <i>Analyzing Qualitative Data: Systematic Approaches</i>, Chapter 4, Research Design II: Collecting Data (pp. 63-100)</p> <p>2) Creswell & Poth, <i>Qualitative Inquiry & Research Design</i>, Chapter 7, Data Collection (pp. 147-180)</p> <p>3) Creswell, J.W. 30 <i>Essential Skills for the Qualitative Researcher</i>, Chapter 15, Designing and Administering an Interview Protocol (pp. 126-136)</p>	<p>Guest Speaker: Kari Mentzer, HPM Doctoral Student Research Assistant</p> <p>Declare topic for Deep Dive Assignment: 1-2 pages, post on Moodle</p>

<p>Week 5 October 8</p>	<p>Data Collection Methods II</p>	<p>1) Creswell, J.W. <i>30 Essential Skills for the Qualitative Researcher</i>, Chapter 14, Conducting a Good Observation (pp. 117-136)</p> <p>2) Krueger, R., Casey, M.A. (2009). <i>Focus Groups: A Practical Guide for Applied Research</i>, 4th edition, Chapters 1, Overview of Focus Groups (pp. 1-15) and Chapter 2, Planning the Focus Group Study (pp. 17-33) and Chapter 5, Moderating Skills (pp. 85-111)</p> <p>3) Bernard, Wutich, & Ryan, <i>Analyzing Qualitative Data: Systematic Approaches</i>, Chapter 4, Research Design II: Collecting Data (pp. 87-100)</p>	<p>Exercise:</p> <ol style="list-style-type: none"> 1. Focus group guide development practice 2. Moderating a focus group
<p>Week 6 October 15</p>	<p>Codebooks and Coding, Types of Coding Methods, Team Based Coding, Inter-Coder Reliability and the Kappa Statistic</p>	<p>1) Bernard, Wutich, & Ryan, <i>Analyzing Qualitative Data: Systematic Approaches</i>, Chapter 6, Codebooks and Coding (pp. 125-137 and 146-149)</p> <p>2) Saldana, J. (2016). <i>The Coding Manual for Qualitative Researchers</i>, Third Edition, Chapter 1, An Introduction to Codes and coding (pp. 1-28 and 36-42); Chapter 2, Writing Analytic Memos About Narrative and Visual Data (pp. 43-66) and Chapter 3, First Cycle Coding (pp. 67-82 and 97-115)</p>	<p>Read “Learning to See” (see Moodle) and code the story. Come ready to discuss your coding and experience of coding in class</p>

<p>Week 7 October 22</p>	<p>Mid-Term Exam</p>	<p>None</p>	<p>Content: 1) Mid-Term Exam (covering content of course through week 6): Open book exam consisting of multiple choice, true-false and short open ended questions and several longer (2-4 pages) application essay questions</p>
<p>Week 8 October 29</p>	<p>Assessing Qual. Research Studies, Quality in Qual. Research, Trustworthiness, Credibility, Transferability</p>	<p>1) Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. <i>Education for Information</i>, 22, 63-75</p> <p>2) Creswell & Poth, <i>Qualitative inquiry & Research Design</i>, Chapter 10, Standards of Validation and Evaluation (pp. 253-286)</p> <p>3) Creswell, J.W. <i>30 Essential Skills for the Qualitative Researcher</i>, Chapter 22, Implementing Validity Checks (pp. 190-195) and Chapter 23, Conducting Intercoder Agreement (pp. 196-203)</p>	<p>Small Group Exercise</p>

<p>Week 9 November 5</p>	<p>Using CAQDAS in Qual. Studies, Coding, and Analysis</p>	<p>1) Pratt, R., Mohamed, S., Dirie, W., Ahmed, N., VanKeulen, M., Ahmed, H., Raymond, N. and Okuyemi, K. (2017). Views of Somali women and men on the use of faith-based messages promoting breast and cervical cancer screening for Somali women: a focus group study. <i>BMC Public Health</i>, 17:270, 1-9. DOI 10.1186/s12889-017-4182-2</p> <p>2) Anderson, E.W., White, K.M. (2017, Apr 16). "It has changed my life": An exploration of caregiver experiences in serious illness. <i>American Journal of Hospice & Palliative Medicine</i>. 1-9. DOI: 10.1177/1049909117701895</p> <p>3) Creswell, J.W. <i>30 Essential Skills for the Qualitative Researcher</i>, Chapter 21, Using a Computer Software Program for Data Analysis (pp. 181-189)</p>	<p>Guest speaker: TBA</p> <p>Second half of class: NVivo Demonstration in Diehl Hall Biomedical Library</p>
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<p>Week 10 November 12</p>	<p>Data Collection and Analysis Lab 1, Narrative and Interpretive Designs, Phenomenology, Codes and Categories, Finding Themes</p>	<p>1) Saldana, J. (2016). <i>The Coding Manual for Qualitative Researchers</i>, Third Edition, Initial coding & Concept Coding of First-Cycle Coding, (pp. 115-124); After First Cycle Coding (pp. 211-232); Second Cycle Coding (pp. 233-239); and After Second Cycle Coding (pp. 274-290)</p> <p>2) SCAN these: Bernard, H.R., Wutich, & Ryan, <i>Analyzing Qualitative Data: Systematic Approaches</i>, Chapter 13, Narrative Analysis (pp. 285-289) and Phenomenology (pp. 296-299), and Chapter 5, Finding Themes (pp. 101-121)</p> <p>3) Creswell, J.W. <i>30 Essential Skills for the Qualitative Researcher</i>, Chapter 20, Developing Theme Passages (pp. 174-80)</p> <p>Optional: Read Becker (1993). How I learned what a crock was.</p>	<p>Qualitative research article critical review assignment</p> <p>Student Presentations – Methods/ Deep dive Assignment Presentations (30 min each)</p>
<p>Week 11 November 19</p>	<p>Data Collection and Analysis Lab II, Grounded Theory</p>	<p>1) Liamputtong, P. <i>Qualitative Research Methods</i>, Chapter 11, Grounded Theory Research (pp. 218-237)</p>	<p>Independent coding and work on the Mini-Research Project for the final paper</p>

<p>Week 12 November 26</p>	<p>Data Analysis Lab III – Analyzing Video-based Fieldwork, Coding Audio, Photovoice</p>	<p>1) Gonzalez-Martinez, E., Bangerter, A., & Le Van, K. (2017). Building situation awareness on the move: Staff monitoring behavior in clinic corridors. <i>Qualitative Health Research</i>, pp. 1-14. DOI: 10.1177/1049732317728485</p> <p>2) Creswell, J.W. <i>30 Essential Skills for the Qualitative Researcher</i>, Chapter 19, Coding Images and Pictures (pp. 166-173)</p> <p>3) Werremeyer, A., Skoy, E., & Kelly, G.A. (2017). Use of photovoice to understand the experience of taking psychotropic medications. <i>Qualitative Health Research</i>, 27, 1959-1969. DOI: 10.1177/1049732317693221</p>	<p>Student Presentations – Methods/ Deep dive Assignment Presentations (30 min each)</p>
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<p>Week 13 December 3</p>	<p>And More: Social Media Derived Data, Content Analysis, Case Study, Comparative Case Study, Writing a Qual. Study</p>	<p>SCAN: 1) Gerring, J. (2004). What is a case study and what is it good for? <i>American Political Science Review</i>, 98(2), 341-354</p> <p>SCAN: 2) Morgan, S. J., Pullon, S. R. H., MacDonald, L. M., McKinley, E. M., & Gray, B. V. (2017). Case study observational research: A framework for conducting case study research where observational data are the focus. <i>Qualitative Health Research</i>, 27(7), 1060-1068</p> <p>3) Yin, R.K. <i>Case Study Research and Applications: Designing and Methods</i>, Chapter 1, Getting started: How to know whether and when to use the case study as a research method <u>AND</u> Chapter 2, Designing case studies: Identifying your case(s) and establishing the logic of your case study (3-80)</p> <p>4) Creswell & Poth, <i>Qualitative inquiry & Research Design</i>, Chapter 9, Writing a Qualitative Study (pp. 225-233)</p> <p>5) Creswell, J.W. <i>30 Essential Skills for the Qualitative Researcher</i>, Chapter 25, Writing and Publishing Qualitative work (pp. 217-220)</p>	<p>Guest Speaker: TBA</p> <p>Student Presentations – Methods/ Deep dive Assignment Presentations (30 min each)</p>
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<p>Week 14 December 10</p>	<p>And More: Mixed Methods Studies, Analytic Induction and Qual. Comparative Analysis (QCA)</p>	<p>1) Creswell, J.W., & Clark, V.L.P. (2017). <i>Designing and Conducting Mixed Methods Research</i>, third edition, Chapter 1, The Nature of Mixed Methods Research</p> <p>2) Scammon, D.L., Tomoaia-Cotisel, A., Day, L., Day, J., Kim, J., Waitzman, N.J., Farrell, T.W., & Magill, M.K. (2013). Connecting the dots and merging meaning: using mixed methods to study primary care delivery transformation. <i>Health Services Research</i>, 48(6), 2181-2207. DOI: 10.1111/1475-6773.12114</p> <p>3) Scan the article: Fetters, M.D., Curry, L. A., & Creswell, J.W. (2013). Achieving integration in mixed methods designs - Principles and practices. <i>Health Services Research</i>, 48(6), 2134-2156. DOI: 10.1111/1475-6773.12117</p> <p>Optional Readings: <u>Optional Reading</u>: Clark, V.L.P. (2010). The adoption and practice of mixed methods: U.S. trends in Federally Funded Health-related Research. <i>Qualitative Inquiry</i>, 16(6), 428-440. <u>Optional Resource</u>: Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. <i>Bethesda (Maryland): National Institutes of Health</i>, 2094-2103.</p>	<p>Final Individual Project Paper due Sunday, December 16</p> <p>Student Presentations – Methods/ Deep dive Assignment Presentations (30 min each)</p>
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Assignments

Assignment	Details	Due Date
Declare Method or Topic for Deep Dive	1-2 pages and post on the Deep Dive research project declaration assignment on Moodle	By week 4: October 1
Declare Research Topic and Method(s) for Final Paper, which is the mini-research project	1-2 pages and post on the mini-research project declaration assignment on Moodle	By week 8: October 29
Read "Learning to See"	Read story and code the story and come ready to discuss in class	October 15
Mid-Term Exam	Covers material from weeks 1-6	October 22
Qualitative article critical review	Read a qualitative article and critique the study	November 12
Deliver selected Deep Dive topic lecture in class and lead class discussion	30 minute presentation in total with last 10 minutes for Q&A	As assigned in one of last four class sessions
Final Individual Project Paper due (mini-research project)	Should be about 10-20 pages in length and use appendices for tables and diagrams	Sunday, December 16

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

[Enter a detailed statement of the basis for grading here. Include a breakdown of course components and a point system for achieving a particular grade. Include expected turnaround time for grading/feedback. Please refer to the University's Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>]

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.

- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
Late Assignments	
Attendance Requirements	
Extra Credit	

DUO FACTOR SECURITY

Coming this Fall Duo security at sign-in will be rolled out progressively across campus. You will be notified about this change via e-mail. If you use Duo Security to sign in to University applications, YOU ARE STRONGLY ENCOURAGED to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable (you forgot it, it was stolen, it's broken, the battery is dead, etc.). Learn about back up devices at z.umn.edu/backupdevices.

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make up work.

Learn more about Duo Security at z.umn.edu/duosecurity.

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
<p>Evidence-Based Approaches to Public Health</p> <ol style="list-style-type: none"> 2. Select qualitative data collection methods appropriate for a given health context 3. Analyze qualitative data as appropriate 4. Interpret results of data analysis for public health research, policy or practice <p>PHAP Competency: Apply high quality, scientifically rigorous research to address problems in public health policy and administration.</p>	<p>After taking this course, students will have improved their abilities to:</p> <ol style="list-style-type: none"> 1) Describe the differences and similarities between qualitative research methods and quantitative research methods 2) Explain the benefits of qualitative, quantitative and mixed methods research approaches in public health 3) Describe the various types of qualitative research approaches in use in health services research 4) Describe the research focus and problem best suited for each of the various qualitative research approach in use 5) Describe the logic and characteristics of differing qualitative research methods 6) Explain the advantages and disadvantages in selecting site and study participant recruitment strategies 7) Demonstrate an ability to code, categorize and analyze different types of qualitative data 8) Demonstrate an ability to effectively write up findings of qualitative research 9) Interpret and asses the quality of a qualitative research study 	<p>Mid-term examination to test core foundational concepts of qualitative research methods</p> <p>Small group or independent research of method or chosen topic on qualitative methods; prepare and deliver lecture in class and lead class discussion</p> <p>Hands-on coding exercise, development of interview guide and focus group guide</p> <p>Critical assessment paper of qualitative research study</p> <p>Final project: an independent research paper</p>